

# ACHIEVER





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### *Dear Friend:*

University of Maryland University College has long been known for innovation. Whether it was bringing classrooms to overseas warzones or making award-winning coursework available via the World Wide Web, UMUC has led the way.



In this issue of *Achiever*, we look at the people who aren't afraid to challenge and change the rules. In the cover story, you'll read about Maj. Gen. Michael Tucker, a UMUC alumnus who served most recently as commanding general of 2<sup>nd</sup> Infantry Division in Korea. Almost 40 years ago, Tucker's commanding officers supported his dream of earning a college degree, and Tucker, through an innovative program he calls Warrior University, found a way to extend that same support to thousands of men and women in uniform.

You'll read about the forward-thinking educators in Russia who, despite the Cold War, reached out to UMUC colleagues and set up innovative dual-degree programs at two Russian universities—programs that to this day continue to produce a steady stream of graduates poised to lead in Russia's new market economy.

You'll meet Okiima Pickett, a pioneer and standout player in the growing sport of women's professional tackle football. As you'll discover, Pickett tackles opponents and challenges with similar enthusiasm, and while continuing to work and compete full-time, this single mother recently completed her master's degree from UMUC, specializing in information assurance.

That's in addition to the usual News Updates, Faculty Kudos, and thought-provoking pieces by Jay Liebowitz, Orkand Endowed Chair in Management and Technology in UMUC's Graduate School. As always, I hope you find the issue as engaging as I do, and I hope you'll continue to share your own news and perspectives with us.

Sincerely,

*Susan C. Aldridge*

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PRESIDENT  
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

PHOTOGRAPH BY KATHERINE LAMBERT

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UMUC Provost Testifies on Cybersecurity

University of Maryland University College Provost Greg von Lehmen testified July 25, 2011, before the U.S. Senate Committee on Small Business and Entrepreneurship in a field hearing entitled, “The Role of Small Business in Strengthening Cybersecurity Efforts in the United States.” The hearing focused on the role played by small businesses in strengthening cybersecurity efforts in the United States. Senator Ben Cardin of Maryland chairs the committee and presided over the hearing.

“Our university is exceptionally well-positioned to shape the course of cyber education going forward, given its healthy track record in IT degree program development; its ongoing relationships with numerous federal intelligence agencies and contractors; and its large contingent of clearance-ready students, . . .” said von Lehmen. “The vast majority of these graduate students—around 89 percent—have at least five years of professional experience in IT, information assurance, computer security, or cybersecurity, across all sectors of the

economy, while 61 percent of them hold security clearances. Moreover, a significant number of these enterprising students will undoubtedly use their new skills to launch businesses of their own.”

UMUC launched one undergraduate and two graduate degree programs in cybersecurity and cybersecurity policy in fall 2010; to date, more than 3,000 students have enrolled. According to a statement from Cardin’s office announcing the hearing, support for cybersecurity is driving job growth in Maryland, with more than 50 key security and intelligence federal facilities and 12 major military installations already or soon to be located in the state, employing nearly 200,000 well-educated and highly skilled workers.

For more about UMUC’s cybersecurity program, visit [www.umuc.edu/spotlight/cybersecurity.cfm](http://www.umuc.edu/spotlight/cybersecurity.cfm)

UMUC Receives \$500,000 Grant from Carnegie Corporation of New York

University of Maryland University College received a \$500,000 grant from Carnegie Corporation of New York to redesign three of its introductory science and mathematics gateway courses based on Carnegie Mellon University’s Open Learning Initiative (OLI)—a Web-based learning environment developed by cognitive psychologists, faculty content experts, and computer scientists at Carnegie Mellon. OLI has been shown to be highly effective in helping students master a range of subjects, from statistics and economics to modern languages, biochemistry, and biology.



UMUC Honors Fallen Soldiers in National Remembrance Roll Call

On Veterans Day, November 11, 2011, University of Maryland University College joined a nationwide grassroots effort to honor American servicemembers who died in Iraq and Afghanistan in the aftermath of the terror attacks of September 11, 2001.

Campus and community volunteers at more than 100 colleges and universities across the nation read the names of more than 6,300 fallen soldiers who served in Operation Enduring Freedom and Operation Iraqi Freedom (now Operation New Dawn). UMUC was one of only two Maryland schools to participate.

“UMUC is proud to honor the brave men and women of our armed forces who made the ultimate sacrifice in service to our country in the aftermath of the 9/11 terror attacks,” said UMUC President Susan C. Aldridge. “The Remembrance Day National Roll Call offers an opportunity for us to show our gratitude for their sacrifice and to demonstrate our solidarity in support of the friends and loved ones left behind.”

The event began with an opening ceremony at 9 a.m. The first of 25 volunteers began reading the names at 9:30 a.m. At 2 p.m. Eastern time, all the par-



UMUC’s James Selbe, vice president of Military Operations, reads the roll at the Remembrance Day National Roll Call event, November 11, 2011.

ticipating institutions observed a simultaneous moment of silence, and then continued calling the roll. They read the last of the names at approximately 4:30 p.m.

“The reading of individual names is very poignant because it emphasizes the significance of each and every life lost,” said Lt. Col. Brett Morris (U.S. Army, Ret.), who coordinates the National Roll Call while also serving as associate director for veterans affairs at Eastern Kentucky University. “Like the

names inscribed at the new 9/11 Memorial in New York, each of the fallen deserve to be remembered for their sacrifice. There is no effort to raise money or promote individual programs. The event is simply to honor those who have sacrificed so much on our behalf.”

To view a video of the event or to read personal messages from participants and observers, visit the interactive Web page at [military.umuc.edu/remembrancerollcall](http://military.umuc.edu/remembrancerollcall). ♦

initiative already underway, UMUC will provide a specialized training program in distance learning for six graduate faculty from UT, leading to a special Certificate of Distance Learning: Course Design and Pedagogy.

UMUC President Susan C. Aldridge signed the agreement with UT Rector Tian Belawati. The MOU represents part of a strategic effort by UMUC to broaden its international base through collaboration with key institutions



Universitas Terbuka Rector Tian Belawati

throughout the developing world. The agreement also responds to calls from the White House encouraging higher education institutions in the United States to establish partnerships in Indonesia that will help meet the educational needs of its citizens.

“We are proud to join with Universitas Terbuka in this Memorandum of Understanding that promises to benefit both universities, to aid UT in serving students across Indonesia, and to further UMUC’s own mission of making a quality education accessible to adult students worldwide,” said UMUC President Susan C. Aldridge. “As both our institutions learn from one another, we

UMUC Signs MOU with Universitas Terbuka, Indonesia

University of Maryland University College (UMUC) signed a Memorandum of Understanding (MOU) with Universitas Terbuka (UT), Indonesia, that will pave the way for the two universities to collaborate on mutually beneficial activities ranging from program and learning materials development and joint research and scholarship to visits by academic personnel and scholars, joint research and scholarship initiatives, development of dual degree and certificate programs, and more. In one

niques derived from Carnegie Mellon’s OLI. Marie Cini, vice president and dean of the Undergraduate School, served as principal investigator.

The grant funding will allow UMUC and PGCC to pilot three OLI courses that have been adapted to meet the needs of UMUC students—Introduction to Computer-Based Systems (IFSM 201), Introduction to Biology (BIOL 103), and introductory Business Statistics (STAT 230). Later, student grades and success rates will be tracked and compared to those of students taking the non-OLI versions of the same courses.

“Low persistence and graduation rates, especially among

nontraditional students, are two related challenges facing higher education today. Educational technology can be a key component of success in working with diverse and underserved populations, but only if the technology is developed using sound methodologies and researched results,” said UMUC President Susan C. Aldridge. “UMUC is committed to exploring these technologies through the help of this Carnegie Corporation grant, and we are confident that the outcomes will help our students, and the students of our community college partners, achieve a greater level of success.”

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UMUC Provost Greg von Lehmen

plan to build long term, productive relationships that mutually benefit each institution and its nations.”

UMUC Partners with Open University of China

University of Maryland University College President Susan C. Aldridge met with Open University of China President Yang to sign a letter of intent on Sept. 13, 2011, in Bali, Indonesia. The agreement is intended to promote friendship between the United States and China, enhance the mutual development of higher education in both countries, and pave the way for greater cooperation between the institutions.

“We are pleased to announce this agreement between University of Maryland University College and the Open University of China,” said Aldridge. “Both institutions are destined to play an important role in global higher education, and it makes sense that we open a dialogue

about ways that we can cooperate to enhance higher education in both our countries.”

The Open University of China specializes in distance education using a variety of mediums—printed materials, audiovisual materials, multimedia courseware, and online courses transmitted via computer or satellite television networks. The university operates under the direct administration of the Ministry of Education of the People’s Republic of China, currently employing about 122,000 faculty and staff members and enrolling more than 3 million students—roughly 10 percent of all the students pursuing higher education in China.

The agreement between the two institutions runs for five years and calls for ongoing discussions of potential areas of cooperation, including standards governing mutual recognition of credit and credit transfer, cooperative research projects, and teaching exchange activities.



UMUC President Susan C. Aldridge and Open University of China President Yang Zhijian signed a letter of intent that paves the way for greater cooperation between the institutions.

UMUC Congratulates Its Maryland Cyber Challenge Finalists

Two teams of UMUC cyber-security students advanced to the finals of the first Maryland Cyber Challenge—the UMUC Cyber Dragons, representing the Graduate School, and the UMUC Cyber Padawans, representing the Undergraduate School. The Maryland Cyber Challenge was sponsored by SAIC; University of Maryland, Baltimore County; the Tech Council of Maryland; the National Cyber Security Alliance (NCSA); and the Maryland Department of Business and Economic Development.

The UMUC Cyber Dragons included team members Lesa Bowden, Jeremy Lange, James “Jeeves” Murphy, Mimi Ngay, Nick Walker, and William Yeager, coached by Jim Chen with assistance from Alkalifa Samke.

The UMUC Cyber Padawans included team co-captains Doug Chaffee and Christopher Kuehl, with team members Hamid “David” Ahmadpour, Angela Jenkins, Alfred Eric Jones, and Matt Matchen, coached by Jeff Tjiputra with support from Paul Bicknell, Steve Choyce, Stephen Nieberding, and Manish Patel.

A total of 52 teams competed for one of eight spots in each of three final divisions—high school, college, and professional; both UMUC teams competed in the college division. In the first round of competition, team members were asked to “harden” networks and computer systems against intrusions, identifying vulnerabilities on Windows and Linux systems and applying the appropriate security patches. In the second round, they were tasked with evaluating systems that had been compromised, conducting forensic investigations, and providing detailed assessments of the penetrations and how they had affected the systems. In the final, six-hour round of competition, team members shifted from defense to offense, working together to “plant flags” (i.e., break into) 11 separate servers while collecting as many “artifacts” (i.e., vital system files, user names and passwords, etc.) as possible from the servers.

While team members were disappointed not to take home the top prize in the event (first- and second-place honors went to two other University System of Maryland schools, Towson University and University of Maryland, College Park, respec-

tively), all were enthusiastic about the experience they gained and eager to return for next year’s competition.

Said UMUC Provost Greg von Lehmen, “We couldn’t be more proud that our two teams of ‘cyber warriors’ reached the finals of the Maryland Cyber Challenge and represented UMUC so well. We thank them for their skill and hard work, and we are grateful, too, that as they take their skills and abilities into the workforce, we

can sleep a little better at night knowing that they will be doing their part to make our data and critical infrastructures that much less vulnerable to attack.”

UMUC Launches One-Year MBA Program Online

University of Maryland University College (UMUC) launched a new One-Year MBA program, available completely online, in the fall of 2011. The program is designed to develop key mana-

gerial competencies that prepare students to take on greater managerial responsibilities and to function more effectively in executive-level positions.

The One-Year MBA offers the same core curriculum as UMUC’s standard online MBA program (winner of the Outstanding eLearning Program of 2010 award from the Instructional Technology Council and the Distance Program of the Year award from the Maryland Distance

Learning Association). The curriculum is structured into eight five-week content courses and three business practicum courses. To accommodate the accelerated schedule, two professors will work together to teach each course, while the business practicum courses will offer students the opportunity to apply what they have learned to their own organizations.

“UMUC’s new One-Year MBA program—available wholly online—is ideally suited for

Continued on page 20



UMUC Provost Greg von Lehmen (center) stands with team members who represented UMUC in the finals of the Maryland Cyber Challenge.

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# WARRIOR University

Almost 40 years ago, Maj. Gen. Michael Tucker's commanding officers supported his dreams of earning a college degree. Through Warrior University, he has done the same for thousands of others.

BY CHIP CASSANO

IT WAS ALMOST 40 YEARS AGO THAT MAJ. GEN. MICHAEL Tucker—commanding general of 2<sup>nd</sup> Infantry Division in Korea from October 2009 to September 2011, but then a young cavalry scout serving with the 1<sup>st</sup> Battalion, 35<sup>th</sup> Armor Regiment in Germany—first got the idea to pursue a college education. He signed up for classes with University of Maryland University College (UMUC) and to this day recalls with gratitude the support he got from his chain of command.

"They saw to it that I could pursue my degree," said Tucker. "When we were in the field, they'd let me ride in the truck with the first sergeant who would bring dinner back to the dining facility—what we called the mess hall back then. I'd attend class and ride back out with him later that evening."

In the intervening years, Tucker would go on to complete his undergraduate degree from University of Maryland, College Park, earn graduate degrees from Shippensburg University in Pennsylvania and the U.S. Army Command and General Staff College, and even serve as assistant professor at the U.S. Military Academy, West Point. But he never forgot the encouragement and support he received from his superiors, and

PHOTOGRAPH BY MARK FINKENSTADT



Positive momentum is a recurring theme for Tucker, who recalls a longstanding Army recruiting slogan—**“Be All You Can Be”**—that resonated in his own life.

when he became a battalion commander at Ft. Stewart, Georgia, he saw an opportunity to extend that encouragement and support to others.

His battalion at Ft. Stewart was nicknamed the Desert Rogues, its crest depicting a black African elephant, so Tucker created Rogue University—a program that allowed soldiers to leave work two hours early to attend three-hour classes on Tuesdays and Thursdays. As Tucker put it, “We gave them two hours and they gave us one hour.”

It wasn’t quite as simple as that. “I got some pushback,” Tucker admitted. “There were always individuals who would tell me, ‘You can’t do this,’ or, ‘You shouldn’t do that.’ But I said, ‘Well, it’s good for the soldier and it’s good for the Army and we’re going to do it anyway.’”

Tucker’s commitment paid off, and the program became hugely popular, with almost half of the 600 soldiers in the battalion enrolling in classes. When he moved up to lead Ready First Brigade, in Germany, with 5,000 soldiers under his command, he brought the program with him, rebranding it Ready University.



**MAJ. GEN. MICHAEL TUCKER (ABOVE, RIGHT) DISCUSSES AIR GROUND INTEGRATION IN NATO HEADQUARTERS, KABUL, AFGHANISTAN. (BELOW, CENTER) WITH ALLAN BERG, VICE PRESIDENT AND DIVISION DIRECTOR, UMUC EUROPE, AND UMUC PRESIDENT SUSAN C. ALDRIDGE.**

Finally, after assuming command of 10,000 soldiers in Warrior Divisions, Warrior University was born. UMUC became a key academic partner, providing coursework for the program, and once again, response was enthusiastic. After launching Warrior University in Korea, Tucker saw college enrollments among his soldiers surge almost tenfold, from 522 in March 2010 to 5,151 a year later.

But the impact of the program wasn’t measured solely in enrollments. In addition to a predictably positive impact on morale—Tucker reported an enviable 41 percent extension rate among soldiers in his unit—local authorities and military police noted a startling reduction in crime.

“It seems that the more educated people you have in your organization, the less crime you have,” said Tucker. “And it cuts across all crime—crimes against persons, property crimes, drug-related crimes, sexual assaults, DUIs, and domestic violence. At first it was anecdotal, and we didn’t know if it was an anomaly, but after 18 months, I would say we had empirical data to support it.”

A June 2011 feature story in *Stars and Stripes* confirmed Tucker’s findings. Data from the U.S. military and

police agencies in and around 2<sup>nd</sup> Infantry Division bases in South Korea showed that, across the preceding 12 months, crimes against persons dropped 65 percent, sexual crimes dropped 63 percent, and DUI and drug offenses declined more than 50 percent.

“Oddly enough, soldiers—when they’re not deployed—have quite a bit of free time,” said Tucker, “and we can give them something constructive to do with that free time, something that no one can ever take from them, something that research shows is the best investment you can make in your future.”

For Tucker, it’s a classic win-win proposition. Soldiers who do something positive for themselves feel good about themselves, and they become the best soldiers—self-disciplined, motivated, driven.

“It’s not a panacea,” Tucker admitted, with trademark candor. “If you’re a knucklehead, you’re going to be a knucklehead. I can’t stop that. But for soldiers who are on the fence, maybe starting to link up with the wrong crowd, this can help bring them over to the side that’s moving in a positive direction.”

Positive momentum is a recurring theme for Tucker, who recalls a longstanding Army recruiting slogan—“Be All You Can Be”—that resonated in his own life.

“As I see it,” said Tucker, “education gave me that opportunity. It allowed me to achieve my potential. I talked to soldiers every month during casual lunches, small groups of 12 or so, and I asked them, ‘What are you doing with your life? What do you want to be when you grow up?’ Some thought they were already grown up, and I had to tell them, ‘I’m not even grown up. I’m still learning, trying to figure this all out.’ So they would tell me what they wanted to be, and

I would say, ‘Well, what are you doing to set the conditions to be that person—that schoolteacher, that doctor, that lawyer?’ Often they weren’t doing anything. And of course that’s when I would ask, ‘Well, why don’t you start taking some college classes?’”

Tucker’s soldiers weren’t the only ones who appreciated the opportunity. “Recently we got an e-mail from a father in Kentucky,” said Tucker. “His son had just returned from Korea, and he was so proud, because the young man had completed almost a year’s worth of college credit while he was in the division. He was sending me a personal note to thank me for giving his son that opportunity.”

That expression of gratitude only means more to Tucker because he understands it on a personal level, and because it lies at the heart of the Warrior University program.

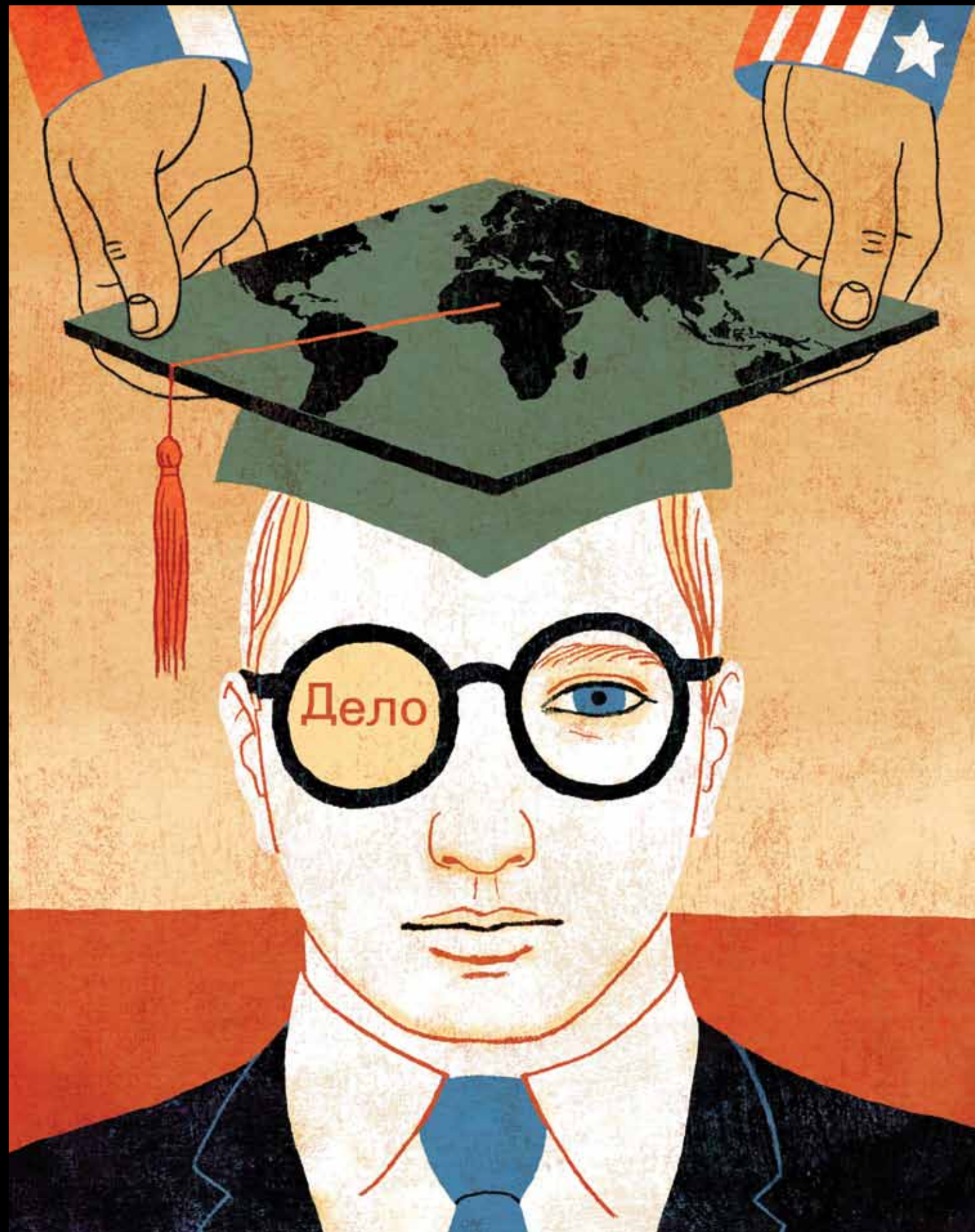
“I wanted to pass on what Army leadership did for me when I was a young soldier,” said Tucker. “Once I was in a position of authority, I wanted to use that authority to pass it on. I was the only sibling in my entire family tree who ever went to college, and

it opened up so many doors for me. I remember thinking, ‘You know, maybe we can make the effort to remove some of the hurdles that normally face soldiers who are trying to go to school on their own time.’ It’s the same as for adults who choose to pursue an education. There are a hundred excuses why you can’t go to school, but people do it, and they do it with great success, because with it comes opportunity—the opportunity to achieve their potential and be all they can be.” ♦



**(LEFT) MAJ. GEN. MICHAEL TUCKER—WITH GEN. RICHARD CODY, VICE CHIEF OF STAFF OF THE ARMY—SPEAKS TO THE PRESS REGARDING ACTIONS TAKEN TO REMEDY SOLDIER CARE AT WALTER REED ARMY MEDICAL CENTER; (ABOVE LEFT) WITH TROOPS IN THE PHILIPPINES; (ABOVE RIGHT) AT THE INTERMENT CEREMONY FOR A WORLD WAR I 2<sup>ND</sup> INFANTRY DIVISION SOLDIER AT ARLINGTON NATIONAL CEMETERY.**





# UMUC, RUSSIA, AND THE NEW MARKET ECONOMY

In 1991, UMUC partnered with two Russian universities to train Russian students as managers in their country's emerging market economy. More than two decades later, both programs continue to thrive.

BY CHIP CASSANO  
ILLUSTRATION BY JAMES STEINBERG

IN THE LATE 1980s AND EARLY 1990s, FORWARD-THINKING EDUCATORS IN THE FORMER SOVIET Union invited administrators from UMUC Asia to tour universities in Irkutsk and Vladivostok, in Russia. It was a highly unusual opportunity. Management education as we know it today was virtually unknown in Soviet Russia, and few Americans traveled to Siberia. Vladivostok was still closed to foreign visitors. But it was the era of *glasnost*—openness—and discussions arose about a possible educational partnership. 🏛️ One of UMUC’s unique traits has always been its agility. When, in 1949, the university first sent faculty overseas to teach Americans stationed in Europe, arrangements were made in a matter of months, and faculty who were offered the overseas positions were often on a flight the next week. 🏛️ So it is no surprise that, by the fall of 1991, UMUC was offering joint undergraduate degree programs in management studies at two universities—Irkutsk State University (ISU), the oldest institution of higher education in Eastern Siberia, and one of the top ranked universities in all of Russia;

“UMUC is deeply honored to have been able to enter this partnership with these two Russian universities,” said then-UMUC President T. Benjamin Massey, “particularly at a time when the opportunity to have an impact on the economic future of the country is at a maximum.”

and Far Eastern National University (FENU)—now part of Far Eastern Federal University (FEFU)—the first university established in the Russian Far East, in the port city of Vladivostok, on Russia’s Pacific Rim.

From the first, the objective was clear: to prepare Russian university students for positions as business managers in the emerging market economy in Russia. Vladimir I. Kurilov, then rector of FENU and now vice-rector of FEFU, played a pivotal role in designing and establishing the program in Vladivostok. As he put it, the university’s principal aim through the program was “to educate a free, undogmatic individual capable of creative activity, self-development, and global thinking.” It was a solemn responsibility and a vital one, and UMUC administrators recognized the importance of the endeavor.

“UMUC is deeply honored to have been able to enter this partnership with these two Russian universities,” said then-UMUC President T. Benjamin Massey, “particularly at a time when the opportunity to have an impact on the economic future of the country is at a maximum.”

From the start, the programs were highly selective. Like most Russian universities, first-year students were admitted through competitive entrance examinations, and enrollment at both universities was capped at 50 new students each year.

Initially, the programs were designed to be completed in five years, with students taking three years of instruction from ISU or FENU and two years from UMUC. Until 1999, American faculty members traveled to Russia each year to teach; after that, the transition was made to online instruction. Ultimately, students graduated with two degrees—a bachelor’s degree from UMUC and a specialist degree in management (from ISU) or international economics (from FENU).

In the two decades since classes were first offered in Russia, two distinct programs have emerged, each with a deserved reputation for excellence. To date, more than 390 students have graduated from FENU (now FEFU), and more than 480 from ISU. They have gone on to influential positions in business, government, and academia in Russia and abroad, even as Russia itself has become an increasingly influential and sophisticated player in the global market economy.

In 2011, the 20<sup>th</sup> anniversary of the programs, representatives from UMUC, led by President Susan C. Aldridge, traveled to Russia to attend graduation ceremonies and discuss the future of both programs.

## IRKUTSK STATE UNIVERSITY

IRKUTSK STATE UNIVERSITY (ISU), LED BY RECTOR Alexander I. Smirnov, was founded in 1918 and ranks as the oldest university in Eastern Siberia. It currently serves about 18,000 students.

UMUC’s program at ISU was established under the leadership of Vladimir N. Saunin, who still serves as director of the Baikal School of International Business (BSIB), recently listed among the top 1,000 business schools in the world. Saunin’s understanding



MARIIA SEMENOVA (LEFT, CENTER), 2011 MASTER’S RECIPIENT, IS CONGRATULATED BY UMUC PRESIDENT SUSAN C. ALDRIDGE AND PROVOST GREG VON LEHMEN; (BELOW) ALDRIDGE WITH VLADIMIR N. SAUNIN, DIRECTOR OF THE BAIKAL SCHOOL OF INTERNATIONAL BUSINESS.



of the importance of international education in training managers for the new market economy has been vital to the program, and his leadership continues to play an essential role in its success.

“In 1991, ISU and UMUC opened the first collaborative department of management,” Saunin wrote to Aldridge in a 2008 letter about the partnership. “The leaders of our universities realized that the new market-driven economy of Russia required a new generation of young, competitive, and internationally qualified managers.”

The program was a success from the start. Graduates of ISU have always been in high demand, and Saunin pointed out that 10–12 percent of alumni receive grants for graduate study in the most prestigious universities in the world. Some continue to study in Russia, many hold prominent positions in state government, and others work for large Russian companies or well-known multinationals like Pricewaterhouse Coopers or Ernst and Young. In fact, the current dean of the School of Business and Management at ISU, Maria Potapkina, is herself an alumna who went on to earn a PhD.

She is not alone in her accomplishments. In 1996, Andrei Tarasov, while still a student at ISU, placed third in the All-Russian Student Olympics in Management, competing against students from 35 other Russian institutions. Anastasia Rizman, a 2006 graduate, was promoted from specialist to director of business strategy for Delo, a market leader in Eastern Siberia in auditing and consulting services. Gregorii Mill, a 2007 graduate, ran his own business, then went to work for Ronika, a wholesale supplier of children’s goods

and the largest company of its kind in Eastern Siberia and the Russian Far East. And Dmitrii Sedinkin, a 1998 graduate, began work as an economist while completing his studies at ISU and was later hired as a financial director at Slata, one of the first self-service supermarkets in Irkutsk and one of the largest retailers in the region.

UMUC faculty member Maggie Smith, who taught in Irkutsk early in the program and served as UMUC’s on-site administrator there, found the experience deeply rewarding, calling it “a great way to make an exciting contribution to global business—and certainly to walk on the side of change as history takes place.” And Al Raider, chair of management, accounting, and finance in UMUC’s Graduate School, praised the contribution that the students in the Russian program continue to make to UMUC.

“These are outstanding students,” said Raider. “They’re very smart, their English is excellent, and they’re motivated. I think it’s a terrific experience for them, but also for the American students who study with them online. Part of the reason the program interests me so much is because of the quality of the students it attracts.”

The program faced challenges, of course. At first, instructional resources were in short supply and the bitterly cold Siberian winters took a toll on faculty who were used to warmer climates. For others, though, the sub-zero temperatures offered opportunities to ski, ice fish, and travel via the Trans-Siberian Railroad, and Russian friendship and hospitality more than made up for any inconvenience.

Today, the future looks bright. In fall 2009, ISU expanded its partnership with UMUC to add a Master of Science in management with a specialization in marketing. The first five graduates of the program marched in 2011 at a ceremony attended by dignitaries from both universities. Plans are currently underway to offer two new specializations, in financial management and project management.

Mariia Semenova, a 2006 graduate who returned to earn a master’s degree in 2011, praised the variety of projects, the opportunity to practice English, and the coursework, which she found both interesting and applicable to her professional responsibilities. Said Semenova, “UMUC and ISU offered a truly unique product, and I am satisfied with what I received. There was no wasted time; it was two years of hard work with a prize at the finish.”

## FAR EASTERN FEDERAL UNIVERSITY

UMUC’S PROGRAM IN VLADIVOSTOK BEGAN AT FAR Eastern National University (FENU), which has recently been consolidated with three other institutions (the Far Eastern National Technical University, Pacific National University of Economics,

UMUC PRESIDENT SUSAN C. ALDRIDGE (THIRD FROM LEFT) WITH PROVOST GREG VON LEHMEN (FAR RIGHT) AND DIRECTOR OF INTERNATIONAL PROGRAMS MURIEL JOFFE (SECOND FROM RIGHT) WITH REPRESENTATIVES OF FEFU. THE UNIVERSITY IS VISIBLE IN THE BACKGROUND.



and Ussuriisk National Pedagogical University) to form Far Eastern Federal University (FEFU). UMUC’s partnership program is housed in the institution’s largest school, the school of business.

In Russia, the new “Federal” universities represent the engine of development in large regions, bringing together education with socioeconomic development. In Vladivostok, the federal government is investing heavily in FEFU in the interest of creating a huge, world-class, comprehensive research university that will serve as a leader in education, research, and technological development in the Pacific Rim.

Ultimately, FEFU will serve an area with a population of 140 million. The university is expected to drive economic development in the region, which will, in turn, fuel population growth. A new university complex is under construction on Russkiy Island, designed to accommodate 50,000 students concurrently. It will play host to the APEC (Asia-Pacific Economic Cooperation) summit in September 2012.

Donna McKalip, academic director for information systems management in UMUC’s Undergraduate School, has been involved with the Russian program for more than 10 years, and praises the students for their ability, motivation, and perspective.

“I love having them in classes,” said McKalip. “They’re good students, their English is good, and they’re not shy to point out the differences in the way Russians and Americans think and act.”

Graduates of FEFU have gone to work in the United States, Australia, Great Britain, Germany, Greece, Japan, Korea, New Zealand, and elsewhere. Fifty or more have earned MBAs abroad, and three teach in the UMUC–FEFU program. Many work in coveted positions in Moscow or St. Petersburg, and graduates are in high demand.

“Most of our Russian students have very concrete goals and a good grasp of what they will need to achieve them,” said McKalip. “One woman in a project management class wanted to open a salon in the Ukraine, and planned her class projects accordingly. Another wanted

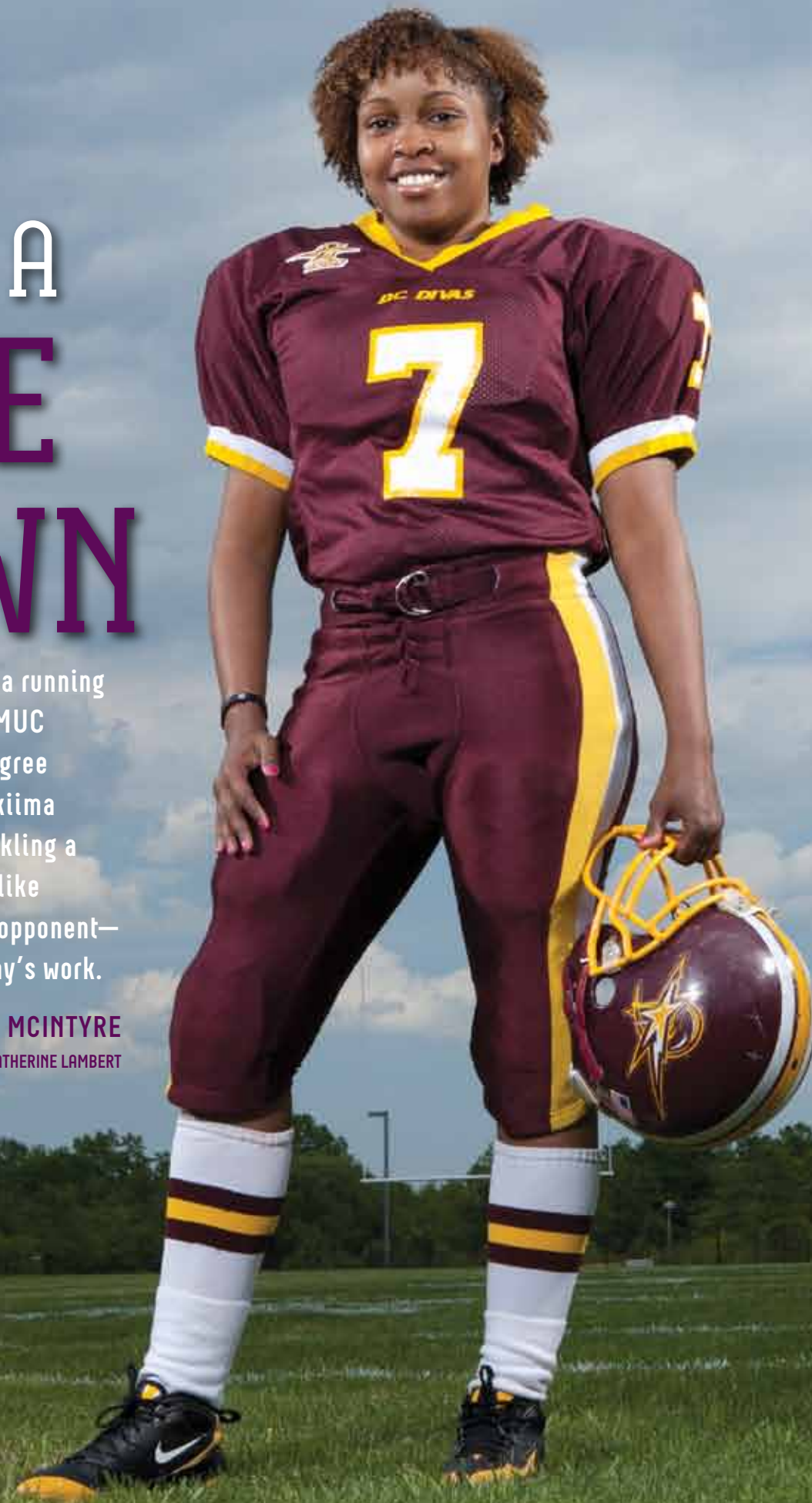
*Continued on page 22*

Are you a graduate of UMUC in Russia? We'd love to hear from you!  
Contact Marco Bouwer at 301-985-7126 or [mbouwer@umuc.edu](mailto:mbouwer@umuc.edu).

# IN A LEAGUE OF HER OWN

For D.C. Diva running back and UMUC master's degree recipient Okiima Pickett, tackling a challenge—like tackling an opponent—is all in a day's work.

BY AMANDA MCINTYRE  
PHOTOGRAPHS BY KATHERINE LAMBERT



THE LADIES OF TEAM USA TOOK THE FIELD FOR THE GOLD medal game in front of an international crowd in Stockholm, Sweden. For Okiima Pickett, it was a dream come true—but perhaps not the same dream she had as an NCAA Division I soccer player at Old Dominion University. This was the International Federation for American Football (IFAF) Women's World Championship.

How did a lifelong soccer player end up playing women's professional tackle football? "I was on a co-ed soccer team and my friends said, 'Okiima, you play too rough!' They told me to try out for the women's football team." She did, and for the past five seasons, she's been a member of the D.C. Divas, one of the charter franchises in the National Women's Football Association (NWFA), and now a perennial top contender in the elite Women's Football Alliance (WFA).

**OKIIMA PICKETT**  
LEADS THE DC DIVAS—AND THE ELITE WOMEN'S FOOTBALL ALLIANCE—IN YARDS RUSHING. SERVING AS A ROLE MODEL FOR HER SON, ZAVION, HELPS MOTIVATE HER.



Pickett is excited to be a pioneer in a sport that has traditionally been off-limits to women. “When I was younger, I couldn’t play with the boys,” said Pickett. “Being able to play football now, and knowing that there’s a league that’s just for women, shows kids and others that if you stick to something, you can achieve it.”

Pickett knows something about achievement. She is now the team’s and the league’s leading rusher, and in 2010, she and two teammates from the Divas were chosen to play for Team USA in the first-ever IFAF Women’s World Championship.

They made the most of the opportunity. Facing elite teams from Austria, Canada, Germany, Finland, and Sweden, Team USA tore through the competition, rolling to a 66-0 shutout victory over Canada in the gold medal round.



THAT VICTORY SHOULDN’T HAVE COME as a surprise to anyone who knows Okiima Pickett. As an 18-year-old soccer player in her first semester in college, she discovered she was pregnant. Some



thought her dreams of playing college soccer were over. Not Pickett.

“It changed my plans,” said Pickett, “but I wouldn’t let it change my goals.” She gave birth to her son, Zavion, and went on to a standout career at Old Dominion University, studying full-time while playing soccer and raising her son. She rallied support wherever she could find it—the university helped subsidize her rent, and she applied for food stamps and Medicaid to make ends meet.

“Many teen moms end up in poverty, but I refused to be another statistic,” said Pickett. Often she studied late into the night, taking advantage of her only quiet time, when her son was fast asleep. Finally, in 2003, she graduated with her bachelor’s degree in computer science from Old Dominion, and took a job with IBM as a security consultant.

She wasn’t ready to stop challenging herself, however, and

“Many young, single mothers don’t know where to turn,” said Pickett.

**I want to show them that anything’s possible.”**



she decided to enroll in a master’s degree program at UMUC, specializing in information assurance.

“There were times I was ready to call it quits,” Pickett admitted, acknowledging the challenge of juggling the competing demands of being a mother, an athlete, a working professional, and a graduate student. “Earning my master’s degree is one of the hardest things I’ve ever taken on. But I have never been a quitter, and my son was looking up to me.”

Her father’s untimely death from a heart attack in 2007 presented additional obstacles, and left an aching void in her life, but Pickett was grateful to her UMUC advisors, who were flexible and supportive when she needed to take time off.

“All my coworkers started their master’s programs after me and graduated long before me,” she said. “I was nearing the point where if I didn’t finish, I’d have to start over. So I had to push hard to finish while balancing my role as a mother.”

With a packed schedule for both her and Zavion—who now plays basketball and football on Mondays and Wednesdays, while she has football practice and games on Tuesdays, Thursdays, and Saturdays—Pickett took her classes online. “Without online classes, I don’t know if this would have been possible for me,” she said.

Okiima graduated in December 2010 and marched in the May 2011 commencement ceremony. Her entire family, including her mother, two grandmothers, and son Zavion—now 12 years old—cheered her on. She is the first in her family to earn a graduate degree.

What’s next for this single mother, computer security expert, and star running back? “Getting women’s football to the Olympics,” she said, without hesitation. “First we got women’s football nationally recognized at the world championship. Next we want it to be an Olympic sport.”

After that, Pickett wants to start a nonprofit organization that will help support single mothers, motivating them to pursue their education and offering financial assistance.

“Many young, single mothers don’t know where to turn,” said Pickett. “I want to show them that anything’s possible.” ♦



# Commentary

BY JAY LIEBOWITZ

## From Data to Wisdom

IN A RECENT MEETING, THE QUESTION AROSE about what is truly “wisdom.” This reminded me of the old hierarchy of data→information→knowledge→expertise→wisdom→understanding. Being from the knowledge management and knowledge-based systems communities, I found this question interesting; it continues to rear its head as the “knowledge continuum” blurs.

Most would say that *data* deals with discerned elements, and if the data is patterned in a certain way, it produces *information* (useful, we hope, and not misinformation). When information becomes actionable, it is transformed into *knowledge*. An accumulation of knowledge may lead to some type of *expertise*, and when coupled with experiential learning, some type of *wisdom* may result. When that wisdom is shared, internalized, and applied, *understanding* may take place.

This raises a question: In today’s world of mobile apps, social networking, and information overload, how can we truly sort out the wisdom? Crowdsourcing has been used to extract the “wisdom” from the crowds. In a famous example, 800 individuals at the 1906 Country Fair guessed the weight of an ox; the average of the guesses turned out to be just one pound from the actual weight of the ox, demonstrating that wisdom can be generated from a crowd.

Similarly, farmers can offer a great example of how wisdom is generated. Many farmers have accumulated vast years of experience from working and exchanging stories with other farmers regarding crop management. Although some may use the *Farmer’s Almanac* and Web-based techniques to better forecast weather and planting implica-

tions, some older farmers still prefer to meet in community halls and share their wisdom. Since many farmers use hybrid seeds, this helps to ensure a decent crop. But the wisdom comes from the experiential learning gained from farming—for example, knowing the best combination of hybrid and non-hybrid seeds to use for a given crop.

The field of medicine offers an analogous example. Data might be represented by certain symptoms that suggest that particular lab tests be conducted. The test results represent information that the internist would use with his or her knowledge to explore possible diagnoses. The patient may then have to be referred to a specialist who has additional years of expertise in the specific medical area. The specialist would then combine his or her knowledge and experiential learning to render a “wise” opinion that could be shared and, hopefully, understood.

So the real question that we are exploring may be, “How do we sort out the ‘wisdom’ from the massive inflow of e-mail, blogs, social networking sites, etc.?” Maybe the field of interruption management may shed some light on this subject. I wrote a paper on “Interruption Management: A Review and Implications for IT Professionals” (*ITPro*, March/April 2011, IEEE Computer Society Press) that suggests that the attention economy is omnipresent, especially in the ranks of senior executives. Trying to separate “wisdom” from the vast electronic input is often a challenge. Applying collective wisdom techniques to help establish what is true wisdom may help. Or it may help to add ratings indicators for people’s opinions you value most. Perhaps applying systems thinking in order to better understand the “forest for the trees” could be useful. Certainly, the synergy effect of the whole being greater than the sum of the parts could help differentiate the wisdom from the noise.

“How do we sort out the ‘wisdom’ from the massive inflow of e-mail, blogs, social networking sites, etc.?”

I feel strongly that the data-wisdom continuum will be here for a long time as the information explosion continues. As editor of a leading international journal, I receive 10 to 12 manuscripts a day from around the world. Last year alone, we had 1.5 million paper downloads worldwide. And I don’t think we have escaped the information explosion; with mobile computing, it will only get worse. Brace yourself and try to find the best ways to sort out—as a farmer might now say—the wisdom from the chaff.

## Innovation Through Knowledge Sharing

ORGANIZATIONS MUST CONTINUE TO INNOVATE to remain competitive in today’s global marketplace. They are looking to knowledge management (KM) as one of the potential levers and catalysts for innovation. However, organizations are curious about whether they are able to attribute new ideas, products, or services due to knowledge sharing initiatives.

Let’s first look at the recent literature to help clarify this question. In Yang’s<sup>1</sup> work on the effect of KM on product innovation, they showed that internal knowledge sharing and external knowledge acquisition positively complement product innovation. Kianto’s<sup>2</sup> study of 54 small- and medium-sized organizations from various industries found that knowledge sharing and knowledge acquisition are enablers of continuous innovation. They also showed that knowledge sharing practices among colleagues is the most significant predictor of self-rated continuous innovation.<sup>2</sup> Cross et al.<sup>3</sup> showed that “energizing” employees helps to drive innovation. Wang and Wang<sup>4</sup> found that explicit knowledge sharing has more significant effects on innovation speed and performance, while tacit knowledge sharing has more significant effects on innovation quality and operational performance.

Industry and government are also applying KM for innovation. Tata Chemicals Ltd. in India<sup>5</sup> has demonstrated the benefits of their KM efforts by linking KM to more innovation (increased number of patents), improved quality (being more process conscious), improved problem solving (improving competency), and improved productivity (in 2010–2012, expected savings from KM efforts should be \$2.35 million). The average number of visits to their KM portal per month in 2010–2011 was 197,250. At MWH Global<sup>6</sup>, a leader in the wet infrastructure sector, administrators are using social/organizational network analysis to identify the “weak ties” (the relationships established outside one’s own discipline/department) because the innovation typically takes place through these weak ties. The Dutch Ministry of Foreign Affairs’ Information and Knowledge Management for International Development Program<sup>7</sup> has been actively involved since 2007 in examining the monitoring and evaluation of KM strategies. USAID<sup>8</sup> in May 2011 conducted the KM Impact Challenge to examine measures and impacts of KM efforts in the international development arena.

In Muller et al.’s work<sup>9</sup>, the researchers present some general guidelines when determining metrics for innovation:

1. Build a comprehensive set of metrics;
2. Assess existing metrics;
3. Avoid complex metrics;
4. Resist the temptation to track every conceivable parameter;
5. Include at least one or two customer-driven metrics;
6. Reconcile metrics with existing methodologies.

In looking at metrics, we typically see system, output, and outcome measures. Most of the KM efforts seem to focus on system and output measures, but the organization should really be more interested in outcomes—that is, how does KM contribute to the bottom line or shared values of the organization? In the context of innovation, how does KM affect innovation in the organization? System or output measures as related to innovation may be, “What percentage of employees have been trained in innovation?” or “How many innovation mentors are in your organization?”<sup>9</sup> These measures are fine, but the organization should really look at the number of fruitful ideas that were spawned by new collaborations, and what is the dollar value of new opportunity domains relative to existing business revenue.

As the economic and competitive environments continue, organizations will have to further look for creative ways to stimulate innovation. From the literature and the workplace, it appears that KM has much to offer on this front in terms of fostering innovation. Of course, having the appropriate metrics in place to monitor how KM is performing relative to innovative efforts should be an important part of the overarching KM strategy. Hopefully, as these metrics are calculated, senior leaders will continue to see the value of applying KM in their organizations.

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FACULTY RESEARCH GRANT AWARD WINNERS

SUMMER 2011, FALL 2011, AND SPRING 2012

**ROBERT ABRAHAMSON**, for *Scholarly Edition of the Essays of Robert Louis Stevenson*, as part of the 40-volume New Edinburgh Edition of the *Works of Robert Louis Stevenson*, to be published by Edinburgh University Press

**LISA BLASCHKE**, for “Using Social Media to Engage Learners and Support Skill Development”

**IRENA BOJANOVA**, for “Conducting Immersive Group Projects for Core Graduate Level IT Courses” and for “Development of a Reliable, Valid, Multi-Dimensional Measure of Student Engagement in Group Projects”

**JIM CHEN**, for “Enhancing Ethics Education in Cybersecurity and Information Assurance”

**LINDA DI DESIDERO**, “Facework and the Negotiation of Multiple Identities in Online Class Discussions”

**MATT DOGRA** and **KATHERINE MARCONI**, for “Ecological Analysis of Adoption of Health Practices in Low-Resource Countries”

**MONA ENGVIG**, for “Students’ Teaching Assistants’ and Professors’ Perceptions on How to Succeed in Online Courses”

**RICHARD GRUETTER**, for “Leonardo da Vinci Research”

**JAMES HOWARD**, for “Advances in Financial Decision Making: Past, Present & Future”

**KENDRA JORGENSEN-WAGERS**, for “Winken Blinken and Nod: Understanding the Impact of Sleep Deprivation and Disturbance on the Psychological Health of Service Members Returning from Deployment”

**DATTA KAUR KHALSA** and **YAN ZHANG**, for “Engage Faculty in Outcomes Assessment to Improve Student Learning”

**RANA KHAN** and **MOE SHAHDAD**, “Strategies to Increase Retention Rate of Students in Online Degree Programs”

**TOBE LEVIN**, for “Two Decades Later: Approaches to Teaching Alice Walker’s *Possessing the Secret of Joy* (1992), an Edited Volume of Essays”

**MICHELE LIVOJEVIC-DAVIS**, for “Understanding Outliers: Established Theory and Violent Female Offending”

**CLARENCE MANN**, for “Expanding the Research on a 360 Degree Enterprise CSR Audit”

**THOMAS MCWEENEY**, for “Assessing the Applicability and Utility of the Megacommunity Model: A Case Study in Law Enforcement Information Sharing and Applicability to Broader Issues of Intelligence Management”

**LILIANA MENESES** and **BEN WHITE**, for “Impact of Direct Instruction on Student Perception of Teaching Presence in Online Learning”

**ROBERT OUELLETTE** and **RUDY WATSON**, for “Investigation of the Value to Students of Improving their Knowledge of Quantitative Methods in Class Performance”

**LES PANG** and **STELLA PORTO**, for “Best Practices in Cloud Computing for Collaboration in Online Education”

**RICHARD PUCCI** and **JOSEPH FRENCH**, for “Preferred Feedback Mechanisms in Online Accounting & Finance”

**IRMAK RENDA-TANALI**, for “Assessing the Focal Points in Homeland Security and Emergency Management Research and Practice through Content Analysis Method: Creating a Knowledge Area Map for the Curriculum at UMUC”

**BARBARA SCHWARTZ-BECHET**, for “Can Course Design in the MAT Program Promote Personalized Learning through E-Learning and E-Teaching Practices?”

**DONALD SEEKINS**, for “Naypyidaw, Myanmar’s New Capital City – the Landscapes of Power”

**DIANE TEPFER**, for “Christopher Columbus and Columbus Circle: Shifting Perspectives”

**WILLIAM WARD**, for “Comparing Student Course Grades with Their Participation in Online Discussion Forums”

**CLIFFORD WILKE**, for “The Online Discussion Conference Grading Rubric”

NEWS & UPDATES *Continued from page 5*

today’s busy executives and today’s supremely competitive and constantly shifting job market,” said Rosemary Hartigan, JD, director of the One-Year MBA program. “Whether students are honing their managerial and decision-making skills at the highest levels, prepar-

ing to move into executive leadership, or updating their résumés prior to launching a job search, the One-Year MBA program may offer the best solution in the shortest amount of time.”

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ally accredited college or university, students must meet one of the following three criteria: (1) hold a master’s degree from a regionally accredited university; (2) have an undergraduate GPA of 3.5 or higher and a score in the top 20<sup>th</sup> percentile on the GMAT; or (3) hold one of 14 approved professional certifications, such as the Certified Professional

Accountant (CPA), Project Management Professional (PMP), or Certified Management Accountant (CMA).

For more about the One-Year MBA program, visit [www.umuc.edu/grad/gradprograms/cmba.cfm](http://www.umuc.edu/grad/gradprograms/cmba.cfm)

Casing of Colors at Walter Reed Army Medical Center

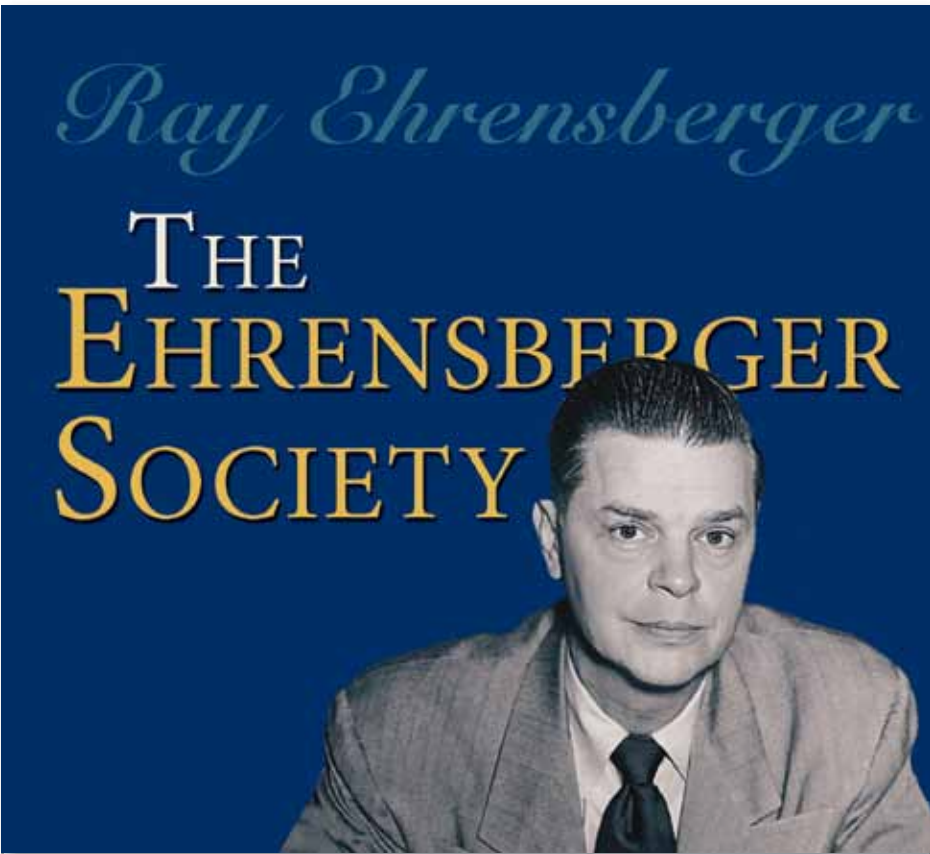
When Walter Reed Army Medical Center closed on July 27, 2011, in northwest Washington, D.C., it marked the end of an era, both for the venerable military hospital complex and for UMUC.

Walter Reed General Hospital opened in 1909, and for the next 102 years, served as the centerpiece of the U.S. Army’s flagship medical center. For decades, UMUC maintained a presence at Walter Reed, offering classes and education support services. If an injured soldier could not visit the UMUC office, a university representative would go to his or her hospital or recovery room to answer questions and provide assistance.

Three years ago, UMUC launched Operation Appreciation as a way for university employees to offer tangible support for wounded warriors recuperating at Walter Reed. Employees donated everything from toothpaste and dental floss to batteries, snacks, and shower shoes. Every month, the donated items were taken to Mologne House—a hospitality facility at Walter Reed—and distributed to wounded warriors and their families.

As the center closed, UMUC Professor Emeritus Stephen Holowenzak joined more than 1,000 others who attended a “casing of the colors” ceremony, where the flag of each unit was taken down and put into a protective covering, marking the unit’s deactivation. Holowenzak presented one flag to UMUC President Susan C. Aldridge. A new complex—the Walter Reed National Military Medical Center—has since opened in nearby Bethesda, Maryland.

Said Aldridge, “We at UMUC are honored to have been part of the proud history of Walter Reed Army Medical Center for so many years and especially proud to have been able to offer support and assistance to the brave men and women injured in service to our country. We owe them a lifetime of gratitude.” ♦



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to continue her education at a particular European university, and came to class with a clear grasp of what she would need to cover in order to qualify for admission.”

Often, graduates from the program offer its strongest endorsements. Oleg Mamaev, a senior student in 1996, observed that, at other universities, classes in economics and management were often taught by professors who had, not many years before, lectured on Marxist-Leninist theory.

“I believe that no other program in the Russian Far East [can] give such a deep knowledge in the fields of market economics, marketing, management, international accounting, and other [related] disciplines,” wrote Mamaev, adding that students enjoy an additional advantage in international business because classes are taught in English. “I feel

confident that I will be able to excel in business and succeed in my future career. Good education, plus eagerness and hard work, will do their job.”

Alena Protasova, a 2011 graduate, echoed his confidence. “Today, there aren’t many experts who understand accounting in international management. Now, I have international experience and exposure that will be invaluable in my future career.”

Today, the university continues to innovate. The concept of a research university is relatively new to Russia, where research was traditionally conducted in the Academy of Sciences. Under the guiding hand of University Rector Vladimir Vladimirovich Miklusevskii, former Deputy Minister of Education in Moscow, the university will surely continue to grow in influence and prominence.

Currently, UMUC and FEFU are working to revise the dual degree program in management studies and international economics to reflect curricular changes at both institutions. One component involves making the FEFU curriculum available completely online. Administrators are also discussing developing master’s degree programs with the FEFU Business School, beginning with project management, while exploring new areas of cooperation.

Said UMUC President Susan C. Aldridge, “These partnerships are models for educational partnerships everywhere, providing instruction in vital fields to bright and motivated students. Graduates gain a wealth of knowledge, skills, and abilities that prepare them for positions of leadership in business, government, and education.” ♦



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## FACULTY KUDOS

**ANITA BAKER**, a program director in the MBA program in UMUC’s Graduate School, is part of a two-person panel chosen to review the performance of the United Nations Development Program (UNDP) Ethics Office. Her partner on this peer review panel is Nicolas Raigrodsky, the former director of transparency policy for Argentina’s Anti-Corruption Office. The peer review included interviews with key UNDP officials who were in New York City for the United Nations General Assembly session.

**MEGAN BAKER** and **YU-HSIU WANG**, faculty members in Information and Library Services at UMUC, presented their paper, entitled “Effectively Managing Copyright Clearance: Automated Electronic Reserves in a Large Distance Education University.”

**ROBERT F. BROMBER**, academic director of African American studies, history, and political science in UMUC’s Undergraduate School, authored the lengthy entry on Andy Rooney in the *Dictionary of Literary Biography: World War II Correspondents* (Gale, 2012), edited by Jeffery B. Cook.

**JEFF CHARLSTON**, who teaches in the history program in UMUC’s Undergraduate School, drafted the declassification guidance for imagery from the GAMBITH/HEXAGON family, the second generation of photographic spy satellites, and secured its approval. The declassified information shed new light on the Apollo program, design of the space shuttle, and more. He recently published, “Old Satellites, New Revelations: Remaining Film-Era Intelligence Satellites Declassified,” in *Quest: The History of Spaceflight Quarterly* (Vol. 18, No. 4, 2011). To browse the declassified material, visit [www.nro.gov/foia/declass/GAMBHEX.html](http://www.nro.gov/foia/declass/GAMBHEX.html).

**MEGAN DAVIS**, **JULIE ARNOLD LIETZAU**, and **JOE RAWSON**, faculty members in Information and Library Services at UMUC, made a panel presentation entitled “Virtual Reference at a Global University: An Analysis of Patron and Question Type.”

**MARK DE JONG** and **RYAN SHEPARD**, faculty members in Information and Library Services at UMUC, made a poster presentation, entitled “Faster than Fast: Attaining Warp Speed Turnaround Times for ILL in a Distance Education Environment.”

**LI FU**, a faculty member in Information and Library Services at UMUC, made a poster presentation, entitled “Documenting a Systems Librarian’s Knowledge: Sharing and Collaboration Using Microsoft SharePoint.”

**MARTIN K. GORDON**, who teaches history in UMUC’s Undergraduate School, offered introductory remarks and chaired a distinguished panel discussion of the bicentennial of the War of 1812 at the 15<sup>th</sup> National War of 1812 Symposium, entitled “The Civil War of 1812: War and Disquiet and the New Nation,” held October 1, 2011, at the Reginald F. Lewis Museum in Baltimore, Maryland. The event was co-sponsored by the Council on America’s Military Past.

**ROSEMARY HARTIGAN**, director of UMUC’s One-Year MBA in Business and Executive Programs in The Graduate School, and Paula O’Callaghan, an associate professor in Business and Executive Programs, published “Gossip, the Office, and the First Amendment” in the *North East Journal of Legal Studies* (Spring 2011, Vol. 25, pp. 1-20).

**ROBERT W. JEROME**, program director of the international management program, has been awarded a Fulbright grant to work with Universitas Terbuka in Indonesia, for several weeks around February and March 2012.

**JAY LIEBOWITZ**, who holds the Orkand Endowed Chair in Management and Technology in UMUC’s Graduate School, recently published *Beyond Knowledge Management: What Every Leader Should Know* (Taylor & Francis, 2012). The book is available from major booksellers.

**JULIE ARNOLD LIETZAU**, a faculty member in Information and Library Services at UMUC, made a panel presentation entitled “Table for One—How Librarians Provide Individualized Services to Distance Students via Web Conferencing,” with Shelley Arvin, Indiana State University; Sandy Hawes, St. Leo University; Anthony Kaiser, University of Central Missouri; Heidi M. Steiner, Norwich University; and Anne C. Barnhart, University of West Georgia.

**ROBERT MILLER**, a faculty member in Information and Library Services at UMUC, made two poster presentations, entitled “‘Must Bend Databases to My Will’: Students’ 6-Word Library Memoirs” and “Get Your Bib On: The Bibliography of Library Services for Distance Learning,” as part of the ACRL Distance Learning Section, Bibliography Committee.

**GUY MOYER**, who teaches English for UMUC Asia, recently identified and corrected two errors in the *Little, Brown Handbook*, and will be acknowledged in the preface of the *Handbook’s* forthcoming 12<sup>th</sup> edition. This is significant, since many consider the *Little, Brown Handbook* the classic text in first-year writing instruction.

**ANTHONY REMIJAN**, who teaches in UMUC’s Undergraduate School, was recently interviewed for a *Discover* magazine feature, entitled “Is Deep Space the Birthplace of Life Across the Cosmos?” (November 13, 2010), by Andrew Grant. Remijan is an accomplished and highly regarded astronomer and astrochemist, and regularly travels the world to work at different observatories, including world famous ones in South America. To read the feature, visit [discovermagazine.com/2010/nov/31-deep-sapce-birthplace-life-cosmos](http://discovermagazine.com/2010/nov/31-deep-sapce-birthplace-life-cosmos).

**RICHARD SCHUMAKER**, assistant director for Faculty Development, Workshops, and Training at UMUC, attended the China-US Forum in Nanjing, China, September 16-19, 2011. His paper and presentation were entitled, “Faculty Development at UMUC: Programs, Concepts, and Values.” Additionally, in *Beyond Knowledge Management: What Every Leader Should Know*, by UMUC’s Jay Liebowitz, Schumaker published a case study entitled “Rethinking Training and Professional Development on A Global Scale: A Tale of Three Cities.”



# University of Maryland University College ALUMNI ASSOCIATION

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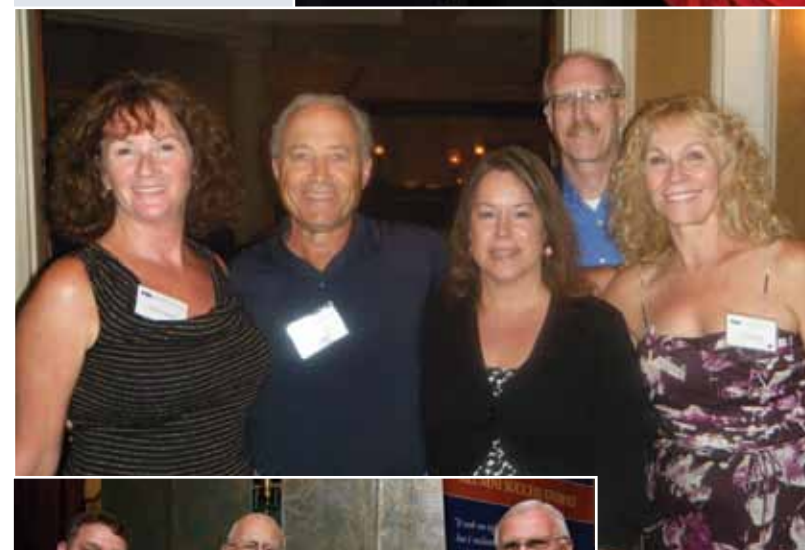
**UMUC VIRTUAL DRAGONS:** The UMUC Virtual Dragons celebrate during the 2011 Washington, D.C., Dragon Boat Festival on the Potomac River.



**UMUC TIGERS SOFTBALL TEAM:** The 2011 UMUC Tigers pose with President Susan C. Aldridge as they prepare for the Kenilworth Parks and Recreation softball playoffs.



RIGHT (left to right): Theresa Poussaint, Reginald Hart, and Angie Hart. BELOW (left to right): Ralphine Ippoliti, Steve Condore, Cynthia Condore, Bill Thomson, and Joyce Wright.



ABOVE (left to right): Jay Browning; Major General James Freeze, USA (Ret.); Dorothy Freeze; and Captain Peter Roberts, USN (Ret.). FAR RIGHT (left to right): UMUC President Susan C. Aldridge, Ken Wu, and George Toregas.



ABOVE (left to right): Nat Alston, Anna Doroshaw, and UMUC Provost Greg von Lehmen. LEFT (left to right): Friend of UMUC, Larocca Jones, Rev. Kenneth S. Jones.

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### START A UMUC ALUMNI NETWORK IN YOUR CITY!

The UMUC Alumni Association—a worldwide community of more than 140,000 alumni like you—is always looking for new ways to keep you connected to your alma mater and fellow alumni. To this end, the association plans to start alumni networks in the following areas:

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#### International

Russia, Germany, Japan, England, Italy, Spain.

Do you have leadership and organizational skills and the desire to start a UMUC alumni network in your city? Send requests and questions to [mbouwer@umuc.edu](mailto:mbouwer@umuc.edu).

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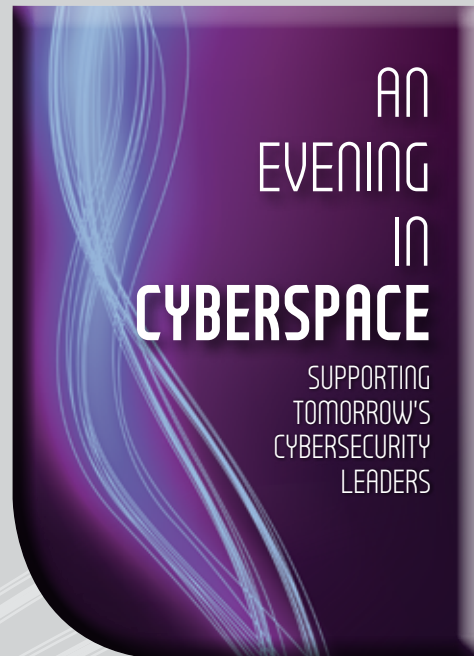
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